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ABSTRACT

This learning guide is designed to connect personal, family, and job responsibilities for adults and out-of-school youth in economically depressed areas of the state (including transitional ex-offenders and corrections populations) so that these individuals learn to manage and balance these aspects of their lives in order to prepare for or continue successful employment. This learning guide contains five competency units that provide information on parenting skills for parents of teenagers. The competency units cover the following topics: (1) expectations for the physical, mental, emotional, and social development of adolescents; (2) ways to assist adolescents in their development; (3) differences in family situations that affect parenting; (4) appropriate methods of coping with stress; and (5) supportive services available to parents. Each competency unit consists of learner outcomes, key ideas, definitions, teaching strategies and methods, and suggested learning activities. Thirteen supplements include information and activity sheets on the following: adolescent development; minute dramas illustrating typical problems; case studies; parent reactions to typical situations with teenagers; children in one-parent families; single parents; and stress and stress reduction. A bibliography lists 19 references. The Illinois goals for world-class education for the 21st century also are included. (KC)

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ED 388 812

Strengthening Parenting Skills: Teenagers

CE070207

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TABLE OF CONTENTS

General Guidelines/Checklist for Users 2

Introduction 4

Competency One 5
Determine expectations in the physical, mental, emotional, and social development of adolescents.

Competency Two 8
Describe ways to assist adolescents in their development.

Competency Three 11
Identify differences in family situations which affect parenting.

Competency Four 14
Identify appropriate methods of coping with stress.

Competency Five 17
Investigate supportive services available to parents.

Supplements 19

Bibliography 34

General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide, are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. For example, if working with a group who may have had previous child development instruction, the facilitator may choose not to do all the competencies. If working with a JTPA client, for example, it might be necessary to cover all competencies.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Determine expectations in the physical, mental, emotional, and social development of adolescents.

_____The facilitator will need to duplicate two copies of Supplement 1 for each learner. One copy can be used for the facilitator to assess with learners and one copy for the learners to list expectations.

_____If desired, make arrangements to invite representatives of various groups to speak on the effects of physical development. (Strategy 8)

_____Duplicate copies of Supplement 2, "Expected Development" as needed.

_____The facilitator may need to provide pictures, magazines, or photographs for activities such as the following:

- collage depicting adolescents at various stages of development
- collage viewing adolescents at different ages and identifying differences in development.

_____Have listing of television programs for discussion of how teens and their parents are portrayed on TV.

Competency #2 - Describe ways to assist adolescents in their development.

_____A simple form can be prepared for learners to complete statements about current feelings related to teenagers if desired.

_____A file of information should be gathered and available to learners on topics such as tobacco, alcohol, drugs, and AIDS.

_____Collect pictures or magazines for use with activity using a bulletin board display of pictures depicting good relationships between children and parents.

_____Reproduce Supplements 3, 4, and 5 as needed Activities.

Competency #3 - Identify differences in family situations which affect parenting.

_____If the facilitator is assessing the learners' attitudes and feelings, prepare statements for learners to complete.

_____If desired, make preparations in advance to invite students or community members from different cultures to discuss customs and child rearing.

_____Collect ideas or listings of TV families with differing family structures for the activity.

_____Determine if duplicates are needed for Supplements 6, 7, and 8 "Case Studies."

Competency #4 - Identify appropriate methods of coping with stress.

_____Duplicate Supplement 9 to use in assessing learners' vulnerability to stress.

_____Determine if duplicate copies of Supplements 10, "Stress Symptoms," and 11, "Stress Reducers" are needed for each learner.

_____For method seven, the facilitator may wish to invite persons representing organizations or agencies that provide support in dealing with stressful situations.

_____Have a bulletin board available for activities. The facilitator may need to collect some pictures for an activity depicting stress-related behaviors.

_____Duplicate Supplement 12, "Causes of Stress" if needed for individual listings.

_____Duplicate additional copies of Supplement 13, "Case Study," as needed.

Competency #5 - Investigate supportive services available to parents.

_____Compile a directory of supportive services in the area.

_____Collect pamphlets and brochures from various agencies for learners to view.

_____Obtain copies of state and national listings of agencies and resources from the Department of Children and Family Services.

Introduction

Adolescence is the transition stage where adolescents move from the dependence of childhood to the independence of adulthood. During this change, adolescents experience new feelings, along with tremendous physical, emotional, intellectual, and social growth. Adolescents will test and explore, trying new ways of acting and reacting. Parents can be helpful through these years by recognizing these new changes and needs that adolescents will experience.

Many young people move from childhood through the teenage years without serious problems. Others experience problems as teenagers and engage in risky behavior (Koch, 1990).

During adolescence, teenagers struggle to separate from their parents and begin learning to be independent as adults. Peer pressure increases as peers help in this separation struggle.

Even though adolescents tend to resist limits, parents still need to set rules and establish limits. Parents should allow teenagers to participate in the decision-making of these rules. Parents are still responsible for protecting children from harm, but teenagers need to try their own wings—to begin making their own decisions and to learn from their mistakes. Every adolescent must learn to understand and accept responsibility for his or her own life. Parents risk a rebellion from their adolescent who is not given some freedom.

One thing that most young adolescents lack is confidence. Young people of eleven, twelve, and thirteen like to move in packs. They want to look like their friends, wear the same clothes, and listen to the same music. If their friends are experimenting with drugs, drinking, and smoking, chances are they will, too. Even children of eleven and twelve may be under pressure from older classmates to use drugs and alcohol. Drug experimentation is most likely to start in the early years of adolescence (Koch, 1990).

It is not easy for children of this age to say no to friends they want to please. To a child of twelve or thirteen, the risk of being rejected by friends is much greater than the risk of some harm that might come in the future. Kids have difficulty thinking clearly about the future (Koch, 1990).

The changes occurring during adolescence may present problems for parents, children, and society. As a parent of an adolescent, it may be difficult to start letting go and to accept the teenager's fight for independence. It is extremely difficult when the family situation is nontraditional (i.e., single parent, unemployed parent).

There is great variety in family structure today and parenting occurs in all types of situations, whether within a marriage, a foster or adoptive family, a blended family, a single parent family, or other family structures.

Although there are similarities among the various family structures, there are also many differences. For example, the problems in a blended family will differ from those in a single parent household headed by an unemployed teenage mother. No matter what the family structure, traditions, values, and beliefs of the family contribute to the development of the children. These children eventually have their own families which in turn is what makes society.

Determine Expectations in the Physical, Mental, Emotional, and Social Development of Adolescents.

Learner Outcomes

- The learner will be able to recognize, by giving examples, the transition from childhood dependence to adult independence as one of the most important tasks for adolescents.
- The learner will be able to identify various behavior characteristics associated with the period of adolescence.
- The learner will be able to identify changes that occur during adolescent development in each of the four developmental categories.

Definitions

adolescent (teenager)	- thirteen to eighteen years old
adolescence (teenage years)	- from the dependency of childhood to the independence of adulthood (Westlake, 1981)
adulthood	- a man or woman who is mentally grown up (mature)
social development	- the ability to live and work with others (relationships with others)
emotional development	- adolescents' changing feelings about themselves, others, and the world
physical (motor) development	- changes taking place in one's body from puberty to adulthood including changes in physical appearance
puberty	- the time when reproductive organs mature and physical sex characteristics appear (males—beard and change in voice; females—development of breasts and widening of hips) (Westlake, 1981)
hormones	- chemicals that cause one to grow and mature
mental (intellectual) development	- the use of the mind and thinking skills—making decisions and accepting consequences

Key Ideas

A major developmental task of adolescence is to separate from and become independent of other people.

For the first time, adolescents may see their parents as being humans who make mistakes.

The mental (intellectual) development of adolescents is centered around school (Westlake, 1981).

The emotional development of an adolescent is greatly affected by the emotional climate of the home (Westlake, 1981).

While boys and girls both experience increased sex drives, they react differently. Girls' feelings about sex tend to be emotional, relating to the closeness and tenderness. Boys' feelings about sex tend to be physical (Westlake, 1981).

Impulsive decisions can be a part of adolescence. Adolescents need to learn the consequences of such decisions and take responsibility for their actions.

For many adolescents, rebellion is a part of the process of finding an identity (Koch, 1990).

Strategies/Methods

1. The facilitator may wish to assess learners' knowledge of adolescents. Ask learners to identify what they already Know about adolescents and what they Want to know about adolescents. Could also have learners identify what they Learned at the end of the competency.

2. The facilitator may need to assess learners' feelings about adolescence. Completing statements may give clues to learners' attitudes and beliefs such as

   - "I would describe adolescents as _____";
   - "Compared to my adolescence, today's teenagers _____."

3. The facilitator can emphasize that physical, intellectual, and social growth occur at different rates for everyone and children of the same age group should not be compared. Stress that how adolescents react to these changes also vary. For example, some will feel embarrassed about the change; others may feel proud.

4. The facilitator may need to determine how much each learner is aware of his or her own adolescent's developmental progress (current changes that are taking place). This will help learner identify what changes have taken place since entering adolescence. The facilitator can have learners write on Supplement 1 what they think are changes already taking place with their adolescent.

5. The learners need to understand that each adolescent has a different personality and will develop at his or her own rate. The adolescent is dealing with questions such as Who am I? Where am I going? What do I believe? The facilitator may want to discuss or identify ways for the learner to help the adolescent discover who he or she is, and what talents, strengths, and weaknesses he or she may have. For example, time needs to be spent with and talking to the adolescent and also with his or her friends.

6. The facilitator may wish to discuss an adolescent's process of rebellion and finding an identity. Stress that during adolescence, kids seem to need to make loud and clear statements that they cannot be told what to do anymore. Point out that petty arguments may develop around the smallest things (e.g., doing dishes, taking out garbage, eating what family eats and when).

7. The facilitator may need to distinguish between each developmental category using definitions (i.e., physical, emotional, social, mental) and give examples of expectations in each. For example,

   - physical: appearance of sex characteristics (breasts, voice change)
   - emotional: dramatic mood swings
   - social: becomes interested in opposite sex
   - mental: thinks about the future

8. The facilitator may consider inviting representatives of weight control groups, modeling agencies, "too tall" or "too short" support groups, or a dermatologist to speak on the effects of physical development on self-identity (*What To Do*, 1983). This may assist learners in understanding adolescents' physical needs to express their identity.

Suggested Activities

1. Using the developmental list provided, have learner discuss what developmental progress can be expected of his or her adolescent. (See Supplement 2.)

2. Have learner identify expected developmental progress of his or her adolescent using *Developmental Progress of Adolescents*. (Use second copy of Supplement 1.)

3. Using developmental list (Supplement 2), tell five changes that occur during adolescence.

   Discuss the physical changes that take place during adolescence—height, weight, growth spurts, sudden hunger, body proportions, change in voice, development of secondary sexual characteristics, and increase in complexion problems (*What To Do*, 1983).

4. Have learner view pictures of adolescents of varying ages thirteen through eighteen obtained from magazines, newspapers, or photographs and identify the differences in development that have taken place.

5. Using current teen magazines (e.g., *Seventeen, Scholastic*, and *Choices*), collect advertisements to see how many relate to improving personal appearance (*What To Do*, 1983). Learners can discuss adolescents' interest in physical attractiveness. They may touch on adolescents' obsession with body image and appearance and ways teens deal with these pressures (e.g., steroids and eating disorders).

6. In groups, have learners list and discuss what parent(s) and the community expect from adolescents socially and emotionally in the following roles:

   - as a student
   - as a son or daughter
   - as a brother or sister
   - as a member of a group
   - as an individual
   - as a future voting citizen
   - as a future responsible adult

   (*What To Do*, 1983).

7. Ask learners to discuss how teens and their parents are portrayed on television programs. Questions to ask can include: Are the portrayals accurate? Why? or Why not? (Tyder, 1990). May also have a teen and parent(s) view a TV show together. Reactions from both on specific things (e.g., rebellion techniques, violence, and sex) could supply discussion material.

Describe Ways to Assist Adolescents in Their Development.

Learner Outcomes

- The learner will be able to list ways that a parent can help to build an adolescent's self-esteem.
- The learner will be able to identify some of the temptations and problems facing adolescents.
- The learner will be able to give examples of adolescent needs that a parent can help to meet.
- Given case studies, the learner will be able to give examples of ways to handle communication problems between a parent and an adolescent.

Key Ideas

Parents need to recognize that adolescents want to be treated in a more grown-up fashion (Koch, 1990).

Definitions

self-esteem - a sense of personal worth; how one feels about oneself

attitude - one's feelings toward something or someone

values - ideals and principles by which we live; what we believe in

Adolescents need parents to build their self-esteem (Koch, 1990).

A parent can help the adolescent to become independent by using encouragement and natural and logical consequences (Dinkmeyer, Dinkmeyer, MaKay, & MaKay, 1987).

Parents need to provide their teenagers with factual information about alcohol, drugs, and sex. Clear standards should be set for adolescents that are in-line with family values. Parents need to become knowledgeable about these topics so that family discussions can be frank and calm (Westlake, 1990).

Children can be greatly influenced by their parents' attitudes about education and related concepts like success, failure, and responsibility (Dinkmeyer et al., 1987).

How Important is Self-Esteem?

Young people who feel good about themselves and who have high self-esteem are less likely to do these things:

- drink alcohol
- use other drugs
- use alcohol or other drugs to deal with upset feelings
- start having sex too early
- start having babies before marriage or before they are old enough to be responsible parents
- have sex with many partners or with partners they do not care for
- feel down or hopeless
- feel unloved as adults
- bring their conflicts into the classroom
- attempt or actually commit suicide (Koch, 1990)

Strategies/Methods

1. The facilitator may wish to determine current feelings of learners related to the issues of teenagers. A technique could be to complete statements such as

   - Right now, my biggest concern about my teenager is _____.
   - If I would ask my teenager what his or her concerns are about parents, he or she would probably say _____.
   - What my teenager needs from me right now is _____.

2. Getting learners in touch with their own period of adolescence will serve as a starting point for discussion. Have learners respond to questions such as

   - When you were an adolescent, what sort of things did you do to upset your parents?
   - What was your struggle like to find yourself?

   The facilitator should stress it is normal for parents and adolescents to have problems communicating and relating to each other.

3. The facilitator should discuss with learner (parent) reasons why adolescents need encouragement and feelings of self-esteem. Also discuss things which may cause teens to have emotional uplifts which help them feel good about themselves. Include those things which may cause teens to have emotional problems such as drugs, alcohol, and family situations.

4. The facilitator should stress the need for and importance of parents providing guidance (setting limits) for their adolescents without threatening adolescents' feelings of freedom.

5. The facilitator may need to discuss various communication problems between a parent and adolescent. Consider potential causes and solutions. For example, adolescents have a need to be accepted and conform with others their own age.

6. The facilitator needs to stress that parents of adolescents need to be able to separate critical issues involving their child from the merely annoying issues. Parents need to make well-reasoned decisions about when to back off and when to step in. For example, issues related to hair styles, clothes, and music versus major issues of curfew, unchaperoned parties, alcohol, and drugs (Brazelton, 1991).

7. The facilitator should emphasize that adolescents need to be shown and told how much they are loved. The ways may be different, but necessary, such as public hugs and kisses versus private discussions.

8. The facilitator should have a file of information about tobacco, alcohol, and drugs to make available to learners. Stress that learners need to be knowledgeable about the temptations and problems of teenagers, and that this information is available to teenagers.

9. The facilitator may wish to discuss some of the serious problems that a parent of an adolescent may have and possible resources available to parents.

10. The facilitator should stress the importance of a parent's positive attitude toward education. Reinforce that learners need to know about and be involved in schools and education and its value and to encourage interest in learning and knowledge.

Suggested Activities

1. Have the learner list a number of communication problems that exist between parents and adolescents. Examples could be parents not understanding or approving of an adolescent's language and the adolescent's need to separate from parent. Discuss why these problems occur and how parents can help (*Adult Roles,* 1979).

2. Have the learner identify ways to improve communications with adolescents such as parents should be genuinely interested in adolescents' lives and listen to their problems (*Adult Roles,* 1979).

3. Using magazines, find pictures of parents and children interacting. Identify actions illustrated which may contribute to good relationships between children and parents. One example would be a parent and adolescent doing a project together. These pictures may also be used in making a bulletin board for school or classroom display (*What To Do*, 1983).

4. Have learners brainstorm to develop two lists related to family harmony titled "Things That Make Life Pleasant at Home" and "Things That Make Life Difficult at Home." Have learners select those items on each list for which they feel responsible and have them describe their contribution. Have learners do same activities only from the viewpoint of their adolescent (*What To Do*, 1983).

5. Have learners identify verbal and nonverbal ways that a parent can build a child's self-esteem such as saying, "good job" or by listening and giving attention.

6. Using minute dramas (Supplement 3), have learners determine which represent communications being opened and which show communications being closed between parent and adolescent.

7. Using "Case Study" (see Supplement 4 for example), have learner(s) discuss how to handle the situation. Answer questions given as discussion guidelines.

8. Have the learner identify personal ways that a parent can help an adolescent in his or her development. Examples might be providing information on subjects such as sex, listening to the adolescent, spending quality time with the adolescent, and setting realistic rules.

9. Have learners identify the negative and positive effects friends can have on each other (such as peer pressure). Discuss how parents can help ease the negative effects and add to the positive effects (Ryder, 1990).

10. Brainstorm what could cause teens to have emotional problems (*Adolescent Parent*, 1989). Some examples could be not being accepted in a peer group, difficult family situations, and thoughts of suicide.

11. Have the learner identify ways a parent can help adolescents handle confrontations by peers and others and make decisions about tobacco, alcohol, and drugs. One way is to give them accurate information.

12. Have the learner discuss the influence a parent has on adolescents such as staying in school, using drugs, and vocational choices.

13. Have the learner identify danger signs of adolescent issues (e.g., alcohol or drug use, dropping out of school, eating disorders, and suicide). Symptoms, for example, could be staying out late, failing grades, talks of death, excessive sleeping, and a bad attitude.

14. Using Supplement 5, "You, the Parent of a Teen," have learners discuss how they would react to and handle the situation (Ryder, 1990).

15. Have learners write guidelines (i.e., rules and limits) for their teenagers to follow as they become more independent (Ryder, 1990).

16. Have learners roleplay scenes of parents reacting to teens' friends. One example would be a parent walks in a room discovering teen's friend smoking or drinking. Evaluate parental attitudes as negative or positive (Ryder, 1990).

17. Using a panel of teens and parents, discuss issues that cause problems between teens and their parent(s). Some examples are curfew, friends, and household responsibilities.

Identify Differences in Family Situations Which Affect Parenting.

Learner Outcomes

- The learner will be able to define family.
- The learner will be able to describe differences in family structures that affect parenting.
- Using case studies, the learner will develop an awareness of how children are affected by various family structures.

Key Ideas

Although growing up in a single-parent home does not necessarily cause psychological difficulties, there is a greater risk of such problems developing than in a stable two-parent home. The problems in a single-parent household are often compounded by lack of money (*Family Information Services*, 1990).

One-parent families have to account for the responsibilities and duties of a two-parent family. This oftentimes interferes with the child's free time as well as that of the parent.

It takes time for most families to adjust to divorce. How long it takes will vary from child to child. The big difference in how children adjust is related to the parents' attitudes and actions (*Family Information Services*, 1990).

Some parents try to compensate for the loss of a parent by giving a child whatever he or she wants or by letting the child do whatever he or she wants so the child does not get upset with the parent (*Family Information Services*, 1990).

Definitions

family	- a group of people living in the same household
nuclear family	- mother, father, and child(ren)
nontraditional family	- any family structure other than the nuclear family
single parent	- a mother or father who is separated, divorced, widowed, or not married; or a foster parent, step-parent, or legal guardian who has custody of a child but does not have a live-in spouse (*Adult Roles*, 1974)
step-parent	- the person who has married one's parent after the death or divorce of the other parent
extended family	- a three-generational family (i.e., child, parent, grandparent)
dual career	- both parents working full-time
foster parent	- a person who cares for and raises a child although not a member of the family by birth or adoption
legal guardian	- a person legally in charge of the care and protection of someone
multicultural	- a combination of cultures
blended family	- a parent and children from one family coming together with a parent and children from another family to form a new family

Some single parents have to get outside help to provide care for the children or other family members. This often makes the parent feel inadequate (*Family Information Services*, 1990).

Parents who openly regret their situation influence their children's attitudes and behaviors toward the family (*Family Information Services*, 1990).

Strategies/Methods

1. The facilitator can introduce a topic with a discussion of ways that families have changed since the learners' childhood. Consider things that have changed and those that have not changed (*Adult Roles,* 1979).

2. The facilitator may wish to identify and make distinctions between different types of family situations (e.g., two- parent family, parents separated/divorced, and single-parent). Discuss some of the issues facing parents in these situations (e.g., being both mother and father).

3. The facilitator might identify ways that a parent in different family situations handles parenting problems (i.e., the acceptance of a natural parent and the rejection of a step-parent).

4. The facilitator may need to assess learners' attitudes and feelings regarding their own current parenting situation. A technique may be to have the learner complete statements such as

   - I like being a parent because . . .
   - I don't like being a parent because . . .
   - I could be a better parent if . . .
   - If I could change my situation as a parent, I would . . .

5. The facilitator can examine learners' feelings by discussion questions such as

   - What kind of parent would you like to be?
   - What do you like most about you as a parent?
   - What do you think your children like most about you as a parent?

6. The facilitator should reinforce the idea that a parent's attitude and behavior will greatly influence a child. This is especially true in nontraditional family situations.

7. The facilitator may wish to invite students or community members from different cultures to form a panel to share some customs and child-rearing practices in their cultures. Ideas for discussion might include similarities and differences of learners; advantages and disadvantages for children experiencing many cultures; and help for people to develop an understanding, appreciation, and tolerance for their own culture and those different from their own (*Parenting Education,* 1990).

Suggested Activities

1. Have the learners divide into groups according to the position they hold among children in their family (i.e., only child, oldest, middle, and youngest). As groups, discuss the advantages and disadvantages of each position. Share findings and discuss the role birth order plays in sibling relationships (*What To Do,* 1983).

2. Have the learners identify as many categories of one-parent families as they can (e.g., unwed mother, divorced mother with children, divorced father with children, parents separated, one parent deceased) (*Adult Roles,* 1979).

3. Have the learners make a chart of or discuss family responsibilities assigned to family members in a two-parent family; then have learners tell how they would rearrange duties to allow for the absence of one parent (*Adult Roles,* 1979).

4. Have the learners discuss what effect family situations have on the emotional stability of adolescents. Examples could be a death in the family, divorce, abuse, or handicaps (*What To Do*, 1983).

5. Have the learners view pictures of celebrities or describe TV families with family structures different from their own. Examples are "Brady Bunch" (blended family), "Cosby Show" (dual career couple), "Full House" (widowed parent), "Kate and Allie" (single-parent), "Family Matters" (extended family), and "Leave it to Beaver" (traditional family). Identify similarities and differences (*Parenting Education*, 1990).

6. Have the learner identify some of the challenges nontraditional families face. Have them suggest some steps the parent(s) could take to handle the challenges (*Parenting Education*, 1990).

7. Use the case study (see Supplement 6) and answer questions such as those following the case study.

8. Read case studies (see Supplement 7, "Children in One-Parent Families") and determine how the children in each situation may be affected.

9. Using Supplement 8, "Single Parents," read the case studies and answer the attached questions.

Identify Appropriate Methods of Coping With Stress.

Learner Outcomes

- Using chart provided, the learner will be able to identify various symptoms and illnesses that can be caused by stress.
- The learner will be able to identify stressful situations that parents of adolescents may experience.
- The learner will be able to give examples of ways to manage and reduce stress.

Definitions

stress	- our response to change; how we react to situations
stressor	- the agent that produces stress, or the source of stress
lifestyle	- the way a person lives (affected by manners, attitudes, possessions)
stress management	- to avoid, divert, reduce, or deal effectively with stress

Key Ideas

Stress is a part of life for everyone. Some stress is healthy.

Stress is caused by many things. Some examples are work situations, school problems, family problems, or a loss. Some events are more stressful than others.

Stress is always a part of parenthood. While stress cannot be eliminated, it can be handled and coped with. Stress experienced by parents of adolescents may be unique.

Factors that influence a person's stress reduction include diet, physical activity, time management, and stress management techniques. Stress-related symptoms and illnesses may occur when excessive stress is not effectively managed (e.g., backache, headache, sexual dysfunction, excessive sweating, indigestion, ulcer, insomnia, depression, alcohol and drug abuse, stroke, and heart disease).

If stress cannot be avoided, a person must learn to manage it.

Strategies/Methods

1. The facilitator may need to assess the learner's vulnerability to stress. (Use Supplement 9.) This will give clues as to trouble spots in the learner's life and may pinpoint stressors. This may also identify those stressors that the learner could work on modifying.

2. The facilitator may need to assess the learner's comprehension of stress. ☑ Discussion questions might include

   - What causes stress in your life?
   - How have stresses in your life changed over time (e.g., stresses from infant versus adolescent?)
   - What kind of stressors do you experience as a parent of an adolescent?
   - What stresses do you cause in your life from a fear or worry of things that "might" happen?

3. Using Supplement 10, the facilitator could discuss various symptoms and illnesses caused by stress. Discuss the learner's signs, symptoms, and illnesses related to stress. Some examples are frustration, anger, depression, and lack of motivation. Ask questions such as

   - What symptoms do you experience when under stress?
   - Are your stress symptoms more physical (headaches), emotional (depression), or behavioral (unsociable)?

4. The facilitator should define stress: stress comes from two basic forces—physical activity or mental and emotional activity. Discuss potential causes specific to adolescents. Stressors may include situations involving adolescents using drugs and/or alcohol, dropping out of school, eating disorders, and suicide.

5. The facilitator could discuss changes in lifestyles that contribute to stress. In particular, the changes of a parent's stress as one's child moves from childhood to adulthood could be discussed.

6. The facilitator should discuss ways in which the learner can manage and reduce stress. (Use Supplement 11, "Stress Reducers.")

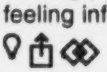
7. Persons representing organizations or agencies that provide support in dealing with stressful situations such as mental health clinics, Ala-Teens, and school counselors can be invited to meet with learners. Learners could write summaries of the presentations, including the services available, cost, and personal evaluation (*Adolescent Parent*, 1989).

   The facilitator should stress that parents need to be aware of available support and when to seek support.

Suggested Activities

1. The learners could develop a bulletin board display entitled, "Prescription for Stress." Use words or pictures to depict the following behaviors, and then discuss how these behaviors can be stress-related:

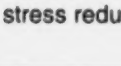
   - worrying
   - trying to be perfect
   - trying to live up to others' expectations
   - competing
   - having to win all of the time
   - getting so involved with other things that you have no time for yourself
   - relating poorly to others
   - feeling inferior to others

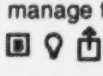
   

2. Have the learners find pictures that express joy, pain, sorrow, fear, boredom, and tension. Some possible discussion questions follow:

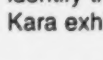
   - What feelings seem to be apparent from outward appearances on the pictures?

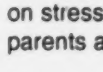
   - Do outward appearances accurately reflect the way one reacts to stress? Why or why not?

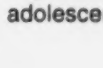
3. Have the learners make a list of causes of stress and place under headings such as "relationships at home, school, work, and church"; "academic concerns"; "household and time-management problems"; "physical problems"; "financial concerns"; and "recognition from others." (Use Supplement 12, "Causes of Stress.") Next, have learners determine some ways of dealing with the stresses. Supplement 11 can be used as a basis for initial discussion of stress reduction. 

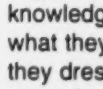
4. Have the learners develop a list of stressful situations that a parent of an adolescent may experience. Examples include not being able to afford name-brand tennis shoes or a car; having to tell adolescent to get a part-time job to help with bills; and working too much and not spending time with adolescent. Describe potential ways to manage the stressful situations. 

5. Have the learners identify some simple ways or techniques anyone can use to handle stress. (See Supplement 11.)

6. Using the case study (see Supplement 13), have learner identify the signs of stress that Kara exhibits. 

7. Write an article for the local newspaper or story for the class on stress and how it affects parents and teenagers. 

8. Discuss positive and negative ways that adolescents use their knowledge and feelings to get what they need. For example, they dress and act like their peers in order to be accepted and feel good about themselves. Discuss how parents attempt to limit or control adolescents. For example, parents might refuse to buy certain types of clothing that adolescent wants. 

9. In a group, have learners discuss how the adolescent years may be stressful for teens as well as parents. 

10. Have learners list ways in which teen years impose new pressures on family lifestyles and ways in which parental pressures peak during these years. Examples include not eating meals together and conflicting schedules.

Investigate Supportive Services Available to Parents.

Learner Outcomes

- The learner will become familiar with agencies and resources that help parents with adolescent problems.
- The learner will identify resources of professional and volunteer family services for various types of family problems.
- The learner will compile a descriptive list of primary services and needs and identify agencies or organizations to contact.

Definitions

support - agencies that help parents with financial, educational, and parenting problems and that give counseling and advice

resources - factors such as skills, money, and information

Key Ideas

When seemingly overwhelming problems arise, parents and families should not hesitate to seek help from support groups or professional counseling.

There is help available from outside the family unit for virtually every type of family problem. In seeking the appropriate assistance, a good place to start requesting information is local county government.

Strategies/Methods

1. Create, collect, or secure any information or a directory of parent support services available in your local area. Using a directory, work with learners to identify the nature of their need or problem and then locate resources. Resources to use to provide information could include the telephone directory; schools (guidance counselor); hospitals; medical personnel; police; sheriff; newspaper; friends; relatives; hotlines; YMCA and YWCA; social service organizations; local city, town, or county government offices; local libraries; churches; continuing education programs; and parenting groups. In addition, many volunteer and religious organizations provide help such as Interfaith Councils, Catholic Charities, and the Salvation Army.

2. Make learners aware of support agencies for parenting problems and the type of support available. Discuss where to go to find help.

3. Have a collection of various agency booklets, posters, and pamphlets for parents to view.

4. The facilitator can review state and national resources. Copies of listings can be obtained from the local Department of Children and Family Services. At the public library, two resources are *Mental and Health Directory and U.S. Government Manual.*

5. The facilitator may wish to invite guest speakers from social service agencies to discuss services.

Suggested Activities

1. Brainstorm a list of public and private agencies and organizations which provide help and support to parents and the community in the area of child development, care, and fostering.

2. List agencies or resources in a community that can help with food, medicine, counseling, crises, money, employment, education, and child care.

3. Have learner identify agencies that exist in his or her given region or community. Learners could, in addition, compile information which describe services, eligibility, cost, qualifications of staff, and referral services.

4. Have learners prepare a family service list with local agencies, phone numbers, and addresses.

5. Have learners visit an agency or support group that deals with adolescent-related family problems. Report findings.

Developmental Highlights For Adolescents/Teenagers

DIRECTIONS: Write changes and expected changes that take place with teenagers.

Physical Development
Intellectual Development
Emotional and Social Development

Adapted from Ryder, V. (1990). *Parents and their children* (Teacher's Guide). South Holland, IL: Goodheart-Willcox Company.

Expected Development*—13-18 Years

Physical

General

Period of little growth is followed by growth spurt. At first, teenager may look awkward and lanky, but as growth continues, body proportions will equalize
Skull grows larger
Jaw lengthens
Chin becomes more pointed
Nose increases in size
Profile becomes longer and less childlike
Acne may develop and become a problem
Very concerned about appearance
Sleep reaches its adult pattern
All permanent teeth are in except wisdom teeth

Female

Ovaries increase production of sex hormones
Hormones add a layer of fat on the buttocks, thighs, and arms
Breasts become fuller
Hips widen
Pubic hair appears
Menstruation begins (may be irregular)
Ovulation begins
May have achieved maximum growth

Male

Testes increase production of sex hormones
Sex organs increase in size
Muscles develop rapidly and double in strength
Shoulders widen
Waist narrows
Neck thickens
Voice drops to a lower pitch
Hair appears on face, under arms, and in pubic area
Sperm production begins
Ejaculations may occur

Mental (Intellectual) Development

Learns to think generally, symbolically, and abstractly.
Learns to use the decision-making process.
Can solve problems, mentally, without having to work with concrete objects.
Can consider several ideas and concepts at one time.
Achieves a new awareness of people and issues.
May think more often about the future.
May speculate about what might be instead of what actually is.

May debate more with adults and parents.
Learns to weigh the relative consequences of an action for the individual and for society.
Can evaluate self and make necessary corrections to get back on the right track.
May be capable of thinking about and comparing moral values.
May insist upon fairness.
May believe that individuals are justified in breaking an unjust rule.
Needs to make own decisions.
Risk-taking may be common; trying to prove to be fearless, powerful, or sexy.
Responds to life with fully developed mental capabilities.
Principle growth task is to become a competent, worthwhile, and independent adult.

Emotional and Social Development

Strives to establish a sense of personal identity.
May become preoccupied with self-doubt.
May feel lonely or isolated.
May have dramatic mood swings.
May seek to assert independence and autonomy while fighting feelings of insecurity.
May wonder about the future which is both exciting and frightening.
May judge self according to perceived opinions of others; sensitive to criticism.
May be preoccupied with own thoughts and forget the real world.
May experience role confusion while considering all available options.
Seeks independence from parents; some conflict may result, but overall relationship with parents is likely to be positive.
Sees parents as human beings who sometimes make mistakes.
Is generally influenced more by parents than peers in early teen years, but later may not be able to resist peer pressure.
Tries out different social roles.
Learns to interact with an increasing number of people from home, school, and community.
Is capable of forming close relationships with peers of either sex.
Very interested in other sex.
Anxious about becoming an adult.
Spends more time with friends and away from home; strong peer group allegiance.
Not talkative at home.
Not easy to get along with.
Feels more equal to adults.
Is likely to be critical, argumentative, and unsure of self.
In disagreements, blames both self and parents.
There is a need to achieve emotional separation from parents.
May sever ties with family—may move out.

* This chart is not an exact timetable for development. Individuals may perform certain activities earlier or later than indicated in the chart. Parents should not compare one child to another.

Adapted from: Ryder, V. (1990). *Parents and their children*. South Holland, IL: Goodheart-Willcox Company.

Life skills for single parents: A curriculum guide. (1988). Bismarck: North Dakota State Board of Vocational Education.

Family and career transitions resource guide. (1989). Columbus: Ohio Department of Education.

Minute Dramas

1. Sam is sixteen years old and dislikes school very much. He wants to quit school and get a job.

   Sam: I can't seem to get ahead in school. I'm really having trouble with my classes. I'd like to just quit!

   Dad: No son of mine is going to be a quitter. It's a disgrace!

2. Lance, a high school senior, is faced with the decision of whether or not to go to college.

   Lance: I just don't know what to do. I'm not sure college is right for me.

   Dad: It's a tough decision and it's up to you. Would you like to discuss some things that are bothering you?

3. Carletta is a sophomore in high school and is getting ready to go to the movies.

   Mother: You're not going to go out dressed like that! That top is indecent!

   Carletta: Mom, this is the latest thing. You're just old-fashioned.

4. Seventeen-year old Frank comes in from school and leaves again before his parents come in from work. He is late getting back and his parents are worried.

   Dad: Where have you been? You could have at least left us a note.

   Frank: Do I have to tell you everything I do? I'm not a kid anymore.

Adapted from *Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Case Study

Jasmine: You are seventeen years old. You have only been allowed to date for one year and you still feel resentful toward your parents for this. As you see it, you have the most old-fashioned parents in town and you feel as though they really don't trust you. You have been seeing a very nice guy, Karl. Karl is a freshman at a nearby college. His fraternity is having a dance Saturday night and he has asked you to go. You have to speak with your father about it.

Mr. Rashad: You are the father of four children and Jasmine is the last one at home. You have always tried to do what is right for your family and you consider Jasmine your special "baby girl." You are concerned with all the news reports of rapes, murders, and the horrible things that sometimes happen to young girls. You realize that Jasmine will soon be on her own, but it's very hard to let go. Jasmine has just asked you about attending a fraternity dance where there will be no chaperones and she will be out very late.

Questions for Discussion:

- How would you handle the situation if you were Jasmine?
- How would you handle the situation if you were Mr. Rashad?
- Could Jasmine and her father compromise on the situation?
- Do you think Mr. Rashad's concerns are valid? Why or why not?
- Do you think Jasmine is asking too much of her father? Why or why not?

Adapted from *Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

SUPPLEMENT 5

You, The Parent of a Teen

SITUATION	YOUR REACTION	WHAT YOU (AS A PARENT) WOULD DO
1. Your teenager comes home drunk from a party.		
2. Your teenager wants information on birth control.		
3. Your teenager's friend has AIDS.		
4. Your teenager won't talk to you.		
5. Your teenage daughter tells you that she is pregnant.		
6. Your teenage son tells you that he is going to be a father.		
7. Your teenager is very depressed.		
8. Your teenager receives a ticket for reckless driving.		
9. Your teenager is arrested for shoplifting.		
10. Your teenager is suspended from school for smoking marijuana.		

Taken from Ryder, V. (1990). *Parents and their children* (Teacher's Guide). South Holland, IL: Goodheart-Willcox Company.

SUPPLEMENT 6

Case Study

Andre: You are eighteen years old. Since the death of your father two years ago, you have had a part-time job to help with family living expenses. You have a fifteen year old brother, James, and a twelve year old sister, Danette. You have missed out on a lot of high school activities because of your responsibilities at home. Your best friend, Marcus, has offered to help you get a full-time job after graduation. The job pays well, but it is in a town thirty miles away. Marcus has asked you to share an apartment with him close to work. You are going to talk to your mother about your move.

Mrs. Matthews: You are forty years old and have worked as a salesclerk since the death of your husband. You are unable to get a better paying job because of your lack of training. You did not further your education after high school and did not work outside the home after you were married. Andre has just told you he wishes to leave home.

Questions for Discussion:

- What are some reasons that Mrs. Matthews might not want Andre to leave home?
- What kind of support has Andre probably given his family other than financial support?
- How might things at home have to change if Andre leaves?
- What could Andre do to make his leaving easier on his mom?
- What extra responsibilities might James and Danette have?
- Do you think it is fair of Andre to want to leave home?

Adapted from *Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Children In One-Parent Families

1. Jimmy is eighteen months old. His mother, Mona, is an unmarried sixteen year old. They live in a two-room apartment with meager furnishings. Mona has a job as a salesclerk and has to work very long hours. An elderly lady next door keeps Jimmy during the day, but has no interest in small children. When Mona comes in from work, she is usually tired and does not want to spend time with Jimmy. Her nerves are always on edge and she loses her temper and spanks Jimmy for no reason. It has even gotten to the point that she resents him because she would like to go out and have some fun like other girls her age.

2. When Ralph and Renee were divorced, Renee was granted custody of their three children: Benet, age eight; Lara, age ten; and Brandon, age fourteen. Ralph has visiting rights.

   After school is out in June, the children go to stay with their father in another state until school starts in September. He is very permissive and never says "no." When it is time for Benet, Lara, and Brandon to return home to their mother, they do not want to go. They know Renee will not let them do as they please. Ralph says they can stay. He says there is nothing the law can do to make him return the children to Renee since he lives in another state.

3. Douglas is thirteen years old. His father died two years ago, so he and his mother, Londa, live alone. Londa is a legal secretary in a large law firm and has had little trouble, financially, raising her son. Douglas misses his father, but over the past couple of years, he has been able to accept the fact that his father is gone. His Uncle Fred visits them often and takes Douglas on camping trips to the mountains. Londa works hard at being both mother and father to Douglas and spends as much time with him as possible.

Adapted from *Adult roles and functions curriculum*. (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Single Parents

Read the case studies and answer the questions below:

Rolando

During a coffee break discussion, Rolando, a divorcee, and his unmarried friend, Tori, are discussing Tori's ski trip for next weekend. Rolando says he has custody of his two children and is taking them to the zoo this weekend. Tori wishes him luck and thinks it is a good thing Rolando got custody. He loves the children and tries to take good care of them. Rolando's ex-wife turned into an alcoholic after the last child was born.

Aparna

Aparna is a pregnant divorcee who has two other preschool children. Her husband kept the only family car after the divorce. Aparna's widowed mother who lives with her is often ill. When this happens, Aparna has to get a neighbor to come in to look after both her mother and the children while she is at work. In spite of her difficulties, Aparna is glad to be on her own. Her former husband abused her and the children. She is still a little afraid he might return to town.

Moiya

Moiya is sixteen years old and she lives with her parents. Her child is three months old. Both of Moiya's parents work and, as a result, Moiya had to drop out of school when the baby was born. The family could not afford a babysitter. Moiya and her parents constantly argue over money. Moiya got a chance to go out for an evening with some friends, but her mother had to work overtime. The only thing she is thankful for is that she did not marry the baby's father. She does not know why she ever got involved with him.

Questions for Discussion:

- What are the advantages for each parent?
- What are the disadvantages for each parent?
- What are the advantages for each child?
- What are the disadvantages for each child?

Adapted from *Adult roles and functions curriculum*. (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

SUPPLEMENT 9

How Vulnerable are You to Stress?

In a modern society, most of us cannot avoid stress. However, we can learn to behave in ways that lessen its effects. Researchers have identified numerous factors that affect one's vulnerability to stress such as eating and sleeping habits, caffeine and alcohol intake, and how we express our emotions. The following questionnaire, developed by psychologists Lyle H. Miller and Alma Dell Smith of Boston University Medical Center, is designed to help you discover your vulnerability quotient and to pinpoint trouble spots. Rate each item from 1 (almost always) to 5 (never) according to how much of the time the statement is true of you. Be sure to rate each item, even if it seems to not apply to you—for example, if you don't smoke, check off 1 next to item 6.

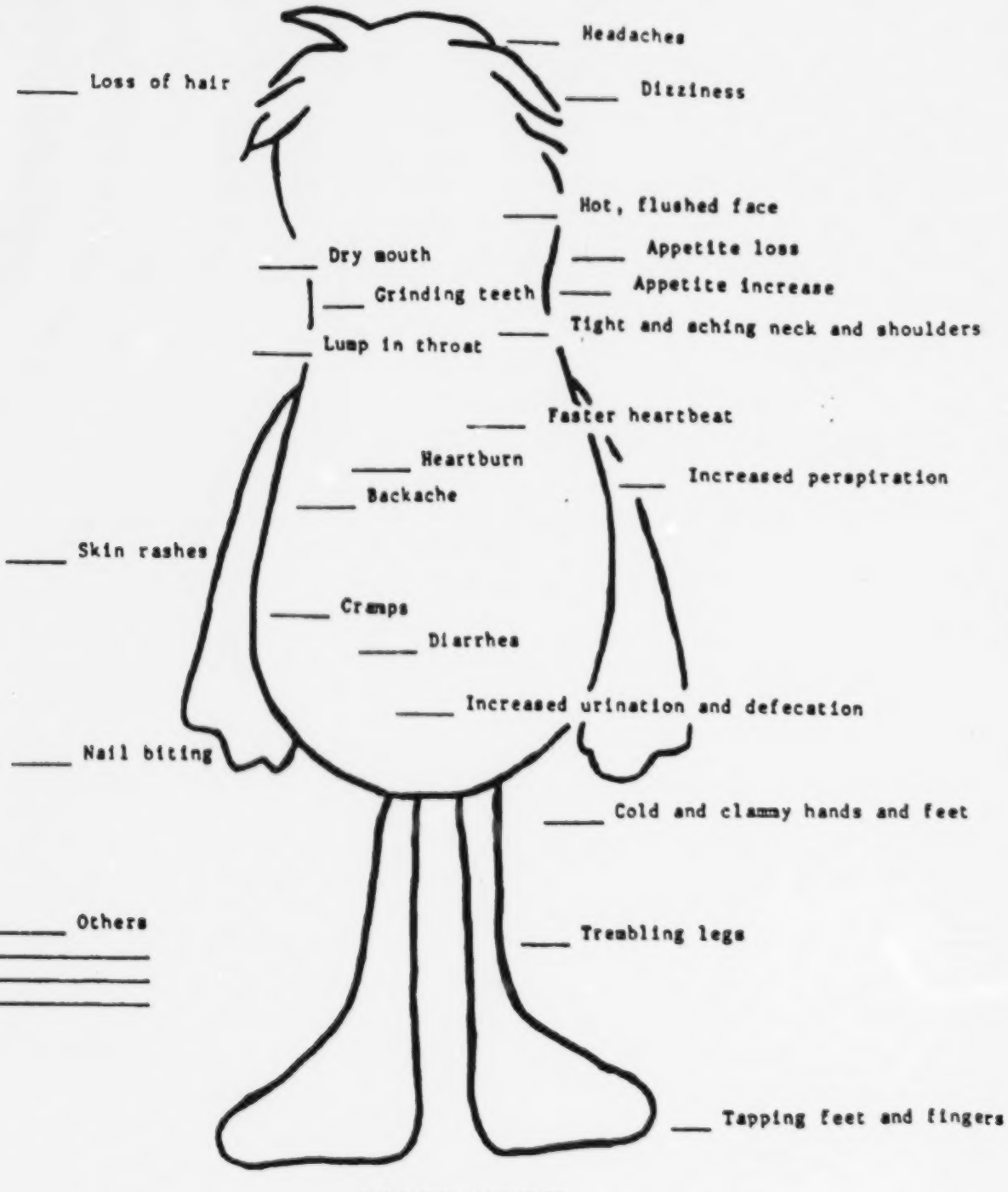
1	2	3	4	5	1.	I eat at least one hot, balanced meal a day.
1	2	3	4	5	2.	I get seven to eight hours of sleep at least four nights a week.
1	2	3	4	5	3.	I give and receive affection regularly.
1	2	3	4	5	4.	I have at least one relative within fifty miles on whom I can rely.
1	2	3	4	5	5.	I exercise to the point of perspiration at least twice a week.
1	2	3	4	5	6.	I limit myself to less than half a pack of cigarettes a day.
1	2	3	4	5	7.	I take fewer than five alcoholic drinks a week.
1	2	3	4	5	8.	I am the appropriate weight for my height.
1	2	3	4	5	9.	I have an income adequate to meet basic expenses.
1	2	3	4	5	10.	I get strength from my religious beliefs.
1	2	3	4	5	11.	I regularly attend club or social activities.
1	2	3	4	5	12.	I have a network of friends and acquaintances.
1	2	3	4	5	13.	I have one or more friends to confide in about personal matters.
1	2	3	4	5	14.	I am in good health (including eyesight, hearing, teeth).
1	2	3	4	5	15.	I am able to speak openly about my feelings when angry or worried.
1	2	3	4	5	16.	I have regular conversations with the people I live with about domestic problems—for example, chores and money.
1	2	3	4	5	17.	I do something for fun at least once a week.
1	2	3	4	5	18.	I am able to organize my time effectively.
1	2	3	4	5	19.	I drink fewer than three cups of coffee (or other caffeine-rich drinks) a day.
1	2	3	4	5	20.	I take some quiet time for myself during the day.

To get your score, add up the figures and subtract 20. A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress. You are seriously vulnerable if your score is over 50.

You can make yourself less vulnerable by reviewing the items on which you scored 3 or higher and trying to modify them. Notice that nearly all of them describe situations and behaviors over which you have a great deal of control. Concentrate first on those that are easiest to change (e.g., eating a hot, balanced meal daily and having fun at least once a week) before tackling those that seem more difficult.

Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

Stress Symptoms



PHYSICAL CHANGES

Taken from *Adolescent parent resource guide.* (1989). Columbus: Ohio Department of Education.

Stress Reducers

Learn to accept what you cannot change.

Exercise
A brisk walk, jog around the block, jumping rope, dancing, aerobics, or whatever you prefer.

Eat good foods
Fresh fruits, salads, milk; stay away from greasy, fatty, fast foods, calorie packed junk foods; and coffee and caffeine products.

Get rest
Sleep six to eight hours at night. Take short naps if necessary.

Work off your anger
Put your energy into a physical activity like cleaning or a long walk instead of taking it out on someone.

Get a change of scenery
Get away from situations causing you pain. Get out of the house, take a walk, or read a book. However, be prepared to come back and deal with the problem when you are more together.

Take time for yourself
Try not to work so hard. Take time for recreation, a hobby, or bath. This will help get your mind off of the problem and help you to forget about the work.

Talk it out
When something worries you, do not bottle it up. Confide your worry to some level-headed person you can trust such as your husband or wife, father or mother, a good friend, your clergyman, your family doctor, a teacher, or a school counselor.

Get your mind off yourself and your problems
Find the opportunity to help others.

Spruce yourself up
Wash your hair; take a bath. Change into fresh, clean clothing.

Buy and borrow wisely
Impulse buying can lead to financial problems.

Relax
Take a few deep breaths and stretch out often. Do not prescribe medications for yourself to relieve tension.

Take one thing at a time
Resolve frustrating problems before they become overwhelming.

Find a support group
It is important to discuss your situation with others who have been through the same experience.

Keep a positive attitude
Have hope and confidence that things will get better.

Adapted from *Adolescent parent resource guide*. (1989). Columbus: Ohio Department of Education.

Causes of Stress

Relationships at

Home:

School:

Work:

Church:

Academic Concerns:

Household and Time Management Problems:

Physical Problems:

Financial Concerns:

Recognition from Others:

Case Study

Ravi and Thora are separating after seventeen years of marriage. Thora works and is also trying to spend time with her mother who has cancer and is expected to live only three more months. Their sophomore daughter, Kara, is a single parent of nineteen-month-old Karl. Kara is expected to take full care of Karl, help with the housework, and care for her younger two brothers and sister. Kara's grades have been slipping and she is grumpy at home. She is not getting along with her boyfriend. She frequently asks to go to the school clinic complaining of stomach pain and headaches.

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Strengthening Parenting Skills - Notes

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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